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might be mentioned that legends similar to the one told by Uhland of Harald, clustered about Charlemagne, Frederick Barbarossa, and Frederick II of Hohenstaufen, and, furthermore, that Lenau relates in his poem "Das Blockhaus" how he read and enjoyed "Harald" one night in a blockhouse in the primeval forests of Ohio, and how it reminded him of Uhland, the sturdy champion of liberty. On p. 299 it might be mentioned that the word "Rache" here means "Strafe." This meaning is found in Luther's Bible and even down to Gotter (*cf.* Grimm's *Wörterbuch*, where, however, this poem is not cited). On p. 332 Biese's article, "Die Naturlyrik Uhlands und Mörikes," *Zeitschrift für den deutschen Unterricht*, V, p. 822 should be added, as it deals with an interesting side of Uhland's poetry.

The frequent references to works and monographs on Uhland make the book valuable, particularly for seminar work. It stands in the front rank of American editions of German authors and will stimulate scholarly interest in Uhland among American students.

CAMILLO VON KLENZE

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Selections from Urbis Romæ Viri Inlustres, with notes, illustrations, maps, prose exercises, word groups, and vocabulary, by B. L. D'OOGHE, M.A., Michigan State Normal School. Boston, U. S. A., and London: Ginn & Company, 1895.

It is impossible to review in surly humor the edition of the *Viri Romæ* prepared by Professor Benjamin L. D'Ooge. The editor's work has been done with rare discretion. I do not detract from the merits of the other books in the series to which it belongs when I say that it is certainly the best volume in this excellent series. Professor D'Ooge has profited by the discussion of the last two or three years with reference to a possible substitute for Cæsar as a text-book for a Latin pupil's first course of reading, and he has profited still more by his own experience as a successful teacher. It is but trite praise to say that the selections from Lhomond's text are discreet, that the notes are timely, that the illustrations and maps are pertinent, and that the vocabulary is a good one. These excellences can be found in other editions of this same text. The things that give special flavor to Professor D'Ooge's work are the tables of books for reference, the references to volume, chapter, and page for collateral read-

ing, and, more than all else, the kind of exercises for work in Latin composition that he has coupled with the text. These exercises are well graded, each exercise illustrates some grammatical principle or some important constructions, and thus the pupil not only fixes the words of the Latin paragraph or chapter upon which the English text is based, but also learns his Latin grammar. The references to the grammar that precede each paragraph of composition work are systematically arranged and cover the chief essentials of Latin syntax. Such an orderly arrangement is a relief to any teacher or pupil who has been floundering through the ordinary incoherent manual of Latin composition. Such incoherence must result in hazy notions in the pupil's mind. We may not approve of Professor D'Ooge's arrangement of grammatical references and illustrative sentences; but it means much that he has tried to leave the pupil with clear notions of Latin syntax.

When the work is so uniformly excellent it is invidious to criticize at all. But I cannot help seeing a few things that are not so admirable as the rest of the work. Why should not the vowel lengths appear in the leaded captions of the chapters? Why has not Professor D'Ooge embraced the opportunity to give a poetic flavor to the dry notes on Chapter XIII? Do not scholars quite generally agree that *Mithradates* is the proper spelling? Why has Professor D'Ooge starred Liddell's *History of Rome* as a book "particularly adapted to interest and profit youthful readers"? A valuable thesaurus this work may be; but a drearier compilation was never made. Occasionally Professor D'Ooge has lapsed into the vicious habit of using such phrases as "the ablative after," "the subjunctive after." In these days, when so much stress is properly laid upon the order of words in a Latin sentence, we ought to discard these unscholarly phrases. Occasionally the word "construction" is used where the word "mood" is meant, as, *e. g.*, twice on page 78. Why should not the Latin text and the English vocabulary be consistent in the spelling of the word *Porsena*? On page 146 there should be a consistent use of either "hortatory" or "hortative." It may not be important that either form be used instead of the other; but it is confusing to employ both words. Professor D'Ooge has erred occasionally by adopting too literal renderings of the Latin text. Such phrases as "take flight," "an appearance of flame," "sending the standard among the enemy," and "legates" are tributes to the presumptive stupidity of dull

pupils. It is never wise to encourage pupils in upsetting the Latin idiom into English speech in this fashion. One must never dogmatize about the use of the marks of punctuation. There is such varied usage of these guide marks that no one may dare to condemn another ruthlessly. But with all deference to varied usage I must suggest that Professor D'Ooge might have spared some of the commas that are sprinkled over his exercises. The proof reading has been done with great care, but an occasional slip is found, as, *e. g.*, *dicetur* instead of *dicitur* on page 81.

But these are only the rare flies in the mustard. The mustard itself is of prime quality. Professor D'Ooge's little book deserves to be used very widely. The work of the editor is conscientious and scholarly.

LAWRENCE C. HULL

A New Manual of Method. By A. H. GARLICK, B.A. New York: Longmans, Green & Co. 1896.

THE work in hand is the result of some years' experience on the part of the author in the teaching of school methods. It is very comprehensive and recommends itself in many respects as an excellent work for reference. We prefer to call it a work of reference, as it can hardly be designated as a text-book in method. For a work of this size, containing 331 pages, it comprises a wonderful variety of subjects, from almost every phase of School Economy, including especially the practical problems of School Hygiene, to Discipline, Classification, Methods in General, Object Lessons, the Kindergarten, and Special Methods. The work has been written and arranged with very great care, and almost nothing seems to have been omitted that should have its place in any such systematic and classified presentation of the entire subject of method.

Still the author has had to cope with certain difficulties in the preparation of such a work that do not always seem to have been surmounted. We note the tendency to over-classification of ideas on method, which it seems to us would tend to confuse rather than enlighten the young student. Very frequently there are long categories that are interesting for their variety and completeness, but whose value to the teacher may be seriously doubted. For instance, on page 18 we find that in the selection of any punishment for a given case there are eleven conditions to be considered, *i. e.*, variability, equability, commensurability, exemplarity, frugality, reformation, efficaciousness, compensation,